State of Maine
Department of Education

Gifted and Talented Educational Program
Initial Application
2015-16

Gifted and Talented Educational Program Initial Applications are to be submitted electronically to GT.DOE@maine.gov by **September 30, 2015.**

Below is the Maine statute and accompanying Maine Department of Education rules pertaining to Gifted and Talented Educational Programs.

Maine Revised Statutes Title 20-A, Chapter 311, section 8101-A(1) and (2) state:

1. Implementation. Each school administrative unit (SAU) shall implement a gifted and talented education program. The Commissioner may provide technical assistance to a SAU in planning and implementing its gifted and talented education program.

2. Costs; approval. Costs of gifted and talented education programs approved by the Department are subsidizable costs under the Essential Programs and Services Funding Act.

Maine Department of Education (05-071) Rules Chapter 104:

104.13 Program Approval: General Principles. Each SAU shall apply annually to the Department for approval of its gifted and talented program(s) on forms provided by the Department. The superintendent of the SAU is responsible for supplying all information necessary for a determination that the program is entitled to approval. The application form must be signed by the superintendent of the SAU in which the program is located certifying that the form contains information that is accurate at the time of reporting.

104.14 (Initial) Program Approval Application. The Application for program approval must represent full implementation of the gifted and talented program. The following information (Items 1 – 9 on application) shall be required and must reflect the degree of implementation at the time of reporting.

***Failure to submit required reports and applications in a timely manner shall be grounds for loss of program approval and of State subsidy aid.

All final applications and accompanying approval/non-approval letters and budgets will be posted on the Maine Department of Education's gifted and talented website.

School administrative unit name: Gorham School Department

Name and title of person responsible for gifted and talented program:

Diane Knott, Coordinator of Gifted and Talented Program

Phone number: 207-222-1376

Email address: diane.knott@gorhamschools.org

CERTIFICATION:

The statements made herein are correct to the best of my knowledge and belief.

Heather Perry
Superintendent Name (printed)

Heather Perry au
Superintendent Signature

Date application submitted to Maine DOE for review: _12/9/15_

FOR INFORMATION CONTACT:
Jennifer Pooler
Maine Department of Education
(207) 624-6638

EF-S-206
Revised May 26, 2015

RETURN BY EMAIL TO:

GT.DOE@maine.gov

DUE DATE: September 30, 2015

Reviewed By: _Lee Worcester_

Maine DOE Authorization: _____

☒ Approval
☐ Approval with concerns
☐ Non-approval

Date of Approval: _12/18/15_

GIFTED AND TALENTED EDUCATIONAL PROGRAM
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Initial Application

The following information shall be required and must describe the complete plan for identification, programming, and evaluation of the gifted and talented academic and arts programs. Refer to the companion *Instructions* document for clarification. *If additional space is necessary, please include a separate sheet(s) at end of application.*

1. Provide the school administrative unit's (SAU) <u>philosophy</u> for the gifted and talented program(s) (by academic and arts).

Academic program philosophy:

The Gorham School District's Programming for gifted learners is founded upon developmentally appropriate structures that enable specialized instruction for students K-12 identified as gifted in academic areas. The programming provides gifted learners a school environment that addresses their unique learning needs. Learning opportunities for these students are in lieu of regular classroom instruction and these assignments or explorations are extensions of, or are different from, mainstream classroom instruction. Specialized instruction is grounded in the concept of depth versus breadth, where students are striving to reach deeper understandings of topics. Studies in this programming reasonably extend beyond the walls of the classroom. This programming acknowledges the value of having gifted students spend time together for some portion of their schooling to fully enhance their social, emotional, and intellectual growth.

Arts program philosophy:

The Gorham School District's Programming for gifted learners is founded upon developmentally appropriate structures that enable specialized instruction for students K-12 identified as gifted in visual and performing arts. The programming provides gifted learners a school environment that addresses their unique learning needs. Learning opportunities for these students are in lieu of regular classroom instruction and these assignments or explorations are extensions of, or are different from, mainstream classroom instruction. Specialized instruction is grounded in the concept of depth versus breadth, where students are striving to reach deeper understandings of topics. Studies in this programming reasonably extend beyond the walls of the classroom. This programming acknowledges the value of having gifted students spend time together for some portion of their schooling to fully enhance their social, emotional, and intellectual growth in the arts.

2. Provide a <u>program abstract</u> which describes the children to be served and the program(s) to be implemented in the school(s) of the unit (by academics and arts).

Academic program abstract:

A continuum of Gifted and Talented Programming options in English/Language Arts, Mathematics, Science, and Social Studies is offered in through SAIL (Student Advancement In Learning). This programming is designed to respond to the needs of students who excel beyond their age and/or grade-level peers in academics, as required by Chapter 104, and is monitored through district assessment data. Guided by Renzulli's Schoolwide Enrichment Model (University of Connecticut) and operating within a consultancy model, SAIL's enrichment options are implemented at different levels in order to create appropriate opportunities for students to 1) explore, 2) refine, and 3) extend their academic talents.

Screening and identification procedures reflect our district's philosophy and definition of giftedness. Selection and placement is based on student need, reviewed yearly, and adjusted to determine current level of SAIL GT programming. Level I indicates classroom differentiation strategies are appropriate to meet needs. Level II includes choice and refinement options. Level III includes learning plans for gifted and talented students identified under Chapter 104. Learning plans are developed during scheduled site-based team meetings and reviewed periodically by GT staff, teachers, and administrators. The student's learning plan serves to define GT programming options and management strategies put in place to meet the student's current academic need. K-12 academic programming for identified students is delivered through the consultation model with differentiation strategies supported by gifted and talented staff both outside and inside the classroom.

Arts program abstract:

A continuum of Gifted and Talented Programming options in visual and performing arts is offered through SAIL (Student Advancement In Learning). This programming is designed to respond to the needs of students who excel beyond their age and/or grade-level peers, as required by Chapter 104, and is monitored through district assessment data. Guided by Renzulli's Schoolwide Enrichment Model (University of Connecticut) and operating within a consultancy model, SAIL's enrichment options are implemented at different levels in order to create appropriate opportunities for students to 1) explore, 2) refine, and 3) extend their talents in the arts.

Screening and identification procedures reflect our district's philosophy and definition of giftedness. Selection and placement is based on student need, reviewed yearly, and adjusted to determine current level of SAIL programming. Learning plans for students are developed during site-based meetings and reviewed periodically by GT staff, teachers, and administrators. The student's learning plan serves to define GT programming options and management strategies put in place to meet the student's current needs in the arts. Delivery of K-12 SAIL programming for identified students in the arts is through the consultation model with differentiation in the regular classroom.

3. Provide the goals, objectives and activities for each program component, K-12 (by academics and arts).

Academics

Goals:

To develop, implement, and support a continuum of programming options designed to offer appropriate opportunities for gifted and talented students to explore, refine, and extend their academic talents

To support professional development in gifted education for staff involved in the implementation of academic programming

Objectives:

1) By coordinating services and developing programming options for gifted and talented students with building-based staff including gifted, special, and general education teachers

2) By developing an understanding of academic identification procedures, programming options, and instructional practices for gifted and talented students

Activities

* Academic learning plans for identified students developed and implemented in collaboration with gifted, general, and special educators.
* Students involved in SAIL learning plan development.
* School-based parent meetings feature or include gifted and talented information.
* Screening and identification process reviewed by staff and administrative team.
* Data used in screening, identification, and review of SAIL program effectiveness.
* GT staff involved in district development of academic curriculum, assessment, and instruction.
* GT staff involved in district professional development.

Arts

Goals:

To develop, implement, and support a continuum of programming options designed to offer appropriate opportunities for gifted and talented students to explore, refine, and extend their visual and performing arts talents

To support professional development in gifted education for staff involved in the implementation of programming in visual and performing arts

Objectives:

1) By coordinating services and developing programming options for gifted and talented students with building-based staff including gifted, special, and general education teachers

2) By developing an understanding of identification procedures, programming options, and instructional practices for gifted and talented students in visual and performing arts

Activities

* Development of gifted and talented programming for visual and performing arts through site-based and district curriculum meetings.
* Visual and performing art teachers included in learning plan development.
* Site-based staff meetings review current plans and develop new learning plans for identified students in visual and performing arts.
* GT staff involved in district development of academic curriculum, assessment, and instruction in the arts.
* GT staff involved in district professional development in the arts.

4. Provide a description of the identification processes (for general intellectual ability, academic aptitude and artistic ability) for each of the following program components: screening, selection, placement, and review of policies and procedures

General Intellectual Ability

Screening:

Students are screened for general intellectual ability through SAIL, as follows:
1) Comprehensive review of objective achievement data (e.g., NWEA, State testing)
2) Review of student characteristic and behavior data provided by teachers' general screening tools
3) Review of additional objective and/or subjective assessment data (e.g., site-based assessments, common grade-level assessments, standards-based reporting (SBR) results, exceeding grade level targets)

Selection:

Selection of students is determined by a site-based team and data review to include:
* Achievement data, reviewed yearly (e.g., NWEA reading and math scores greater than 90%, State test/ exceeding standard, and common assessment in science and/or social studies)
* Referral and grade level screening data from characteristic and behavior checklists, reflecting greater than 75%
* Data provided during site-based teams with input from teachers, counselors, special educators, and administrators, as needed
* Selection of students from screened group identified for ability testing, based on selection data results

Placement:

General Intellectual Ability identification for placement in SAIL with Level III GT learning plan is supported by:
* Ability test results (9th stanine) in more than one ability area (e.g., CogAT verbal, quantitative, and nonverbal)
* Achievement data indicating more than one content area (e.g., NWEA greater than 95%, common assessments with supporting ability testing in two areas in 8th stanine or above)
* Characteristics and behaviors supporting level of GT programming need and determination of general intellectual ability

Academic Aptitude

Screening:

Students are screened for academic aptitude through SAIL, as follows:
1) Comprehensive review of objective achievement data (e.g., NWEA, State testing)
2) Review of student characteristic and behavior data provided by teachers' general screening tools
3) Review of additional objective and/or subjective assessment data (e.g., site-based assessments, common grade-level assessments, standards-based reporting results, exceeding grade level targets)

Selection:

Selection of students is determined by a site-based team and data review to include:
* Achievement data, reviewed yearly (e.g., NWEA reading and/or math scores greater than 90%, State test/ exceeding standard, SBR, and common assessment in science and/or social studies)
* Referral and grade level screening data from characteristic and behavior checklists, reflecting greater than 75%
* Data provided during site-based teams with input from teachers, counselors, special educators, and administrators, as needed
* Selection of students from screened group identified for ability testing, based on selection data results

Placement:

Academic aptitude identification for placement in SAIL with Level III GT learning plan is supported by:
* Ability test results (9th stanine) in ability area (e.g., CogAT verbal, quantitative, and/or nonverbal)
* Achievement data indicating specific content area/s of strength, supported by more than one test result in specific content/s (e.g., NWEA content scores of greater than 95%, common assessments exceeding grade level content target, supporting ability testing in 8th stanine or above)
* Characteristics and behaviors supporting level of GT programming need and determination of academic aptitude
* Subject specific achievement data indicating level of need in identified academic area (e.g., ELA, mathematics, science, social studies)

Artistic Ability

Screening:

Students are screened for artistic ability through SAIL, as follows:

1) District-wide standards-based reporting data
2) Class screening tools for nomination process
3) Objective and subjective assessment tools
4) Review of student characteristic and behavior data provided by teachers' general screening tools

Selection:

Additional data, collected for students nominated to SAIL for the arts, including the following:

* Classroom performance and observational data (common assessments, SBR data)
* Referral characteristic and behavior checklist
* Input from others (counselor, specialist, administrators), as needed
* If applicable, ability data (visual/spatial, musical)

Placement:

Data is reviewed by site-based teams for identification in visual and performing arts. Students continue to be monitored in grades 3 to 8. Specific programming choices for identified students in grade 9 to 12 are based upon:
* Demonstration of high artistic ability (e.g, observation, qualitative data)
* Characteristics and behaviors supporting level of need in artistic area (e.g., observation, checklist)
* Site-based achievement data supporting need for VPA programming (e.g., standards-based reporting data)

Process for transfer students:

Students transferring into Gorham Schools are automatically included in GT screening.
Incoming files are reviewed by site-based staff (e.g., instructional strategist, guidance counselor, administrator, school nurse, advisor, classroom teacher).

The Gifted and Talented Coordinator is notified when any of the following occur:
* Student was identified as GT in the past, according to transfer records
* Past test data, current screening, and/or file comments indicate GT testing within Gorham Schools is appropriate
* Parent or student submits a GT referral with registration
* Receiving teacher submits a GT referral

After screening, level of SAIL programming is determined through additional testing as needed, per Gorham Schools identification process and recommendations made by site-based staff.

Exit Procedure:

Changes to SAIL learning plans for identified students are brought to site-based teams for review. Changes in programming are guided by the following process and will include:

* Input from staff and current test results presented during periodic site-based meetings are used to inform changes in GT programming for identified students in academics or visual and performing arts.
* Review of current data determines if a student no longer requires a GT learning plan, based on SAIL's placement process protocol as stated in Placement section (above) and if the student is to be monitored for periodic review.
* Parents and students review SAIL programming options and changes during fall and spring conferences.
* Students remain monitored through SAIL with ongoing data being reviewed by GT Coordinator in grades 3 to 8 and upon request in grades 9 to 12 for GT consultation.

Process for appeals:

Operating within a consultancy model, SAIL's enrichment options are implemented and supported by trained GT staff at three levels of programming to create appropriate opportunities for students referred to SAIL.
* SAIL programming levels are reviewed yearly and are documented in GT learning plans for identified students.
* Site-based staff/team meetings allow for ongoing adjustment in learning plans in grades 3 to 8 and upon request in grades 9 to 12.
* Teachers implement learning plans for identified students with the assistance of GT staff.
* SAIL programming plans and changes are shared with parents during fall and spring conferences.

If current SAIL programming level does not appear to meet a student's needs, the following process is in place for parents and students to follow:
1) Contact GT coordinator to request data results and rationale used by team to determine current programming
2) Contact site-based team member (teacher, instructional strategist, administrator, GT Coordinator) to schedule a meeting with the team for clarification and/or to consider alternative learning plan options
3) Offer additional test results to the site-based team for consideration and review
4) Request input from Assistant Superintendent to review current programming and consider alternative options

5. Provide a description of the staff development that takes place in order to implement the program(s).

Staff development supporting those involved in the implementation of academic programming for gifted and talented students include:

1) Specific staff development provided to classroom teachers with Level III student learning plans provided by GT-endorsed teacher/coordinator (e.g., GT plan development during site-based meetings, modeling of lessons for level III GT instruction, support with management strategies and flexible grouping, content specific enrichment & acceleration resources)

2) Additional staff development opportunities to support all teachers implementing SAIL programming:
* MEGAT Fall Conference
* Summer curriculum workshop (including GT coordinator)
* Differentiation with enrichment options in intervention blocks overseen by K-5 Literacy and Math Specialists
* GT Coordinator attendance at district leadership and/or site-based professional development meetings, as needed to support site-based workshops, learning communities, and inservice planning

6. Provide a description of the staffing and management of the program(s); including completing the staffing tables.

Staffing:
1) Coordinator of Gifted and Talented Program (one position)
* Coordinates district screening, selection, and identification process for SAIL
* Facilitates site-based identification and learning plan review meetings
* Reviews screening and evaluation data
* Administers CogAT testing
* Assists in the delivery and communication of programming options defined in student learning plan
* Manages program, per Chapter 104, and completes yearly State of Maine, Dept. of Education documentation
* Reports to the Assistant Superintendent
2) Educational Technician - one position
* Supports classroom teachers (gr. 3 to 8) in implementing classroom GT management and differentiation strategies
* Assists the Coordinator of Gifted and Talented Program, as needed

Indicate the <u>professional staff</u> for the K-12 Gifted and Talented Program.

Name of Staff	690 Endorsement Yes/No	Teacher or Administrator	Grade level	Indicate Full-Time or Part-Time in GT
Diane Knott	Yes	Teacher	K-12	Full Time

Indicate the <u>Auxiliary Staff</u>: Educational Technician

Name of Staff	Role	690 Endorsement Yes/No	Grade level	Name and position of supervisor	Indicate Full-Time or Part-Time in GT
DaraLyn McColl	GT support	No	3-8	Diane Knott	Full-Time GT

7. Provide a description of the annual program self-evaluation process.

The Gifted and Talented program's self-evaluation process occurs within the student learning plan review process. In grades K-5, site-based meetings are scheduled to review current learning plans and determine plan effectiveness with progress monitoring data. Middle and high school plans are evaluated for effectiveness through monitoring student achievement data and attending site-based plan meetings, as needed.

To monitor student academic growth, individual NWEA scores are spaced in normed percentile span categories. Typically, students score in the 96-99 %ile range at time of identification for SAIL's gifted and talented programming. We expect to see these percentile spans remain relatively constant to reflect a year's growth. We look for trends and patterns in this growth data to monitor program effectiveness and individual student progress. If there is a change in a student's achievement data, the change is noted and programming is reviewed. Other sources for monitoring student achievement include common grade-level assessments or standards-based reporting data.

Content teachers of visual and performing arts assign standards-based grades. This is the second data source monitored. Due to the rotation of schedules and their individual course choices, some identified students do not receive art or music instruction every quarter in secondary grades. That being said, students identified as gifted and talented and taking courses offered in their visual and/or performing arts identification area are monitored whenever the data is available.

SAIL programming plans encourage students to participate in enrichment activities such as band, chorus, math team, critical/creative thinking competitions (e.g., Odyssey of the Mind, Robotics, National History Day), etc. Although many of the actual competitions take place after school hours, practice and skill building for these programs often take place within the school day. Successes at these competitions are included in the self-evaluation of our gifted and talented program.

8. Provide a description of the costs to be incurred to implement the program(s).

Items included in proposed budget for 2015-16:

1) Riverside Publishing (Non-screening expenses: CogAT forms, materials, scoring services, parent letters, shipping/mailing)
2) ALEKS Math (student licenses)
3) Enrichment Programming Materials: Odyssey of the Mind, robotics, and STEM materials to be used with students during the school day (e.g., site-based enrichment blocks in grades K-5, EICal periods in grades 6-8, free/ scheduled periods in grades 9-12). This cost excludes tournament or competition fees for teams choosing to attend after school or weekend events.
4) Books for the SAIL library of supplemental resources to be used to facilitate GT book groups (SEM-R)
5) GT Conference, membership, and professional development opportunities (e.g., MEGAT, NECGT)

9. For those school units requesting approval of allowable program costs for State subsidy, complete the following budget proposal. These amounts must be reported in the Maine Education Data Management System (MEDMS) financial system as part of the Annual Budget Reporting.

Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Diane Knott	$73,184.51	$11, 259.15
Subtotal	$73,184.52	$11,259.15

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
DaraLyn McColl	$19,465.13	
Subtotal	$19,465.13	

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Subtotal		

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Please list individual product names and costs associated with the district's gifted and talented program(s).

A. Educational Materials and Supplies:

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
ID testing supplies/Riverside	$900.00	ID testing supplies/Riverside	$100.00
ALEKS subsc/McGraw Hill	$1,400.00	ALEKS subsc/McGraw Hill	$100.00
ELA Books/The Book Worm	$200.00	ELA Books/The Book Worm	$150.00
Crit&Creat.Think.Skills/CCI	$950.00	Crit&Creat.Think.Skills/CCI	$300.00
Subtotal	$3,450.00	Subtotal	$650.00

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Subtotal		Subtotal	

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
Subtotal		Subtotal	

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
Conference/MEAGT	$700.00	Conference/MEGAT	$100.00
Subtotal	$700.00	Subtotal	$100.00

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Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	$73,184.51	$11,259.15
Auxiliary Staff	$19,465.13	
Independent Contractors		
A. Materials & Supplies	$3,450.00	$650.00
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD	$700.00	$100.00
Total	$96,799.64	$12,009.15

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